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ABSTRACT

Intended for students taking the English 33 Grade 12 Diploma Examinations in Alberta, Canada, this test booklet contains the composition component of the June 1988 tests. During 2.5 hours, students are required to perform the following writing tasks: (1) a personal response to an excerpt from Ursula K. Le Guin's "Very Far Away from Anywhere Else"; (2) functional writing, requiring a written response to a given situation; and (3) a response to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet also contains space for planning and drafting the compositions, as well as for writing the revised work. (MM)

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GRADE 12 DIPLOMA EXAMINATION

English 33

Part A: Written Response

June 1988

Alberta
EDUCATION

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GRADE 12 DIPLOMA EXAMINATION
ENGLISH 33

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of THREE sections. Read the **WHOLE** examination before you begin to write. Complete **ALL** sections.

Total time: 2½ hours

Budget your time carefully.

The three sections of the test are as follows:		Page Number
Section I:	Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II:	Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III:	Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	21

You may use an English language **DICTIONARY** and a **THESAURUS**.

Space is provided for PLANNING AND DRAFTING and for REVISED WORK.

Please write your revised work in blue or black ink.

DO NOT WRITE YOUR NAME ANYWHERE IN THE TEST BOOKLET.

JUNE 1988

SECTION I: PERSONAL RESPONSE TO LITERATURE

Read the excerpt from *Very Far Away From Anywhere Else* and complete the assignment that follows.

from VERY FAR AWAY FROM ANYWHERE ELSE

It's about ninety miles over to the coast and ten miles south to Jade Beach, where I wanted to go. It's a cove between big headlands, not too windy, and not crowded even in summer. In winter it was completely deserted. Where there was some snow on the road in the Coast Range, I drove pretty slow, so we got there about noon. The sky was completely clear and very bright; the Pacific was dark blue with high white breakers coming in fast. It was cold, but down on the beach the only wind was the wind that came in with the breakers. The spray hit you like fine rock salt. After a while you could take off your coat, if you kept moving. We did. We horsed around in the shallow breakers for a long time, and kept getting a little bit farther out. The water was like ice, but after the first moments of agony, it felt good, in a numbing sort of way. I got wet from the neck down. Natalie got wet from the waist down. We came back up to a dry hollow by a big driftwood log, and built a fire to get dry and eat lunch by. We ate a lot of lunch. I mean an unbelievable amount. When Natalie packed a sack lunch, she didn't cut corners. I don't know how many sandwiches there were to start with, but there were none to end with, and I ate three bananas, an orange, and two apples. I might not have eaten so many bananas except that they became the cause of much youthful mirth and innocent merriment. Honestly, I don't know why a basically sane person like Natalie was such a fall guy for the ape act. But true appreciation is the spur of genius, and the ape act definitely reached its highest moments that afternoon, with the assistance of the bananas.

Then we did some cliff climbing and some rock throwing, and built a sand castle. Then we came back and built up the fire, because it was getting colder, and watched the tide get closer to our sand castle, and talked. We didn't talk about problems, or parents, or automobiles, or ambitions. We talked about life. We decided that it was no good asking what is the meaning of life, because life isn't an answer, life is the question, and you, yourself, are the answer. And the sea was there, forty feet away and coming closer, and the sky over the sea, and the sun going down the sky. And it was cold, and it was the high point of my life.

I'd had high points before. Once at night walking in the park in the rain in autumn. Once out in the desert, under the stars, when I turned into the earth turning on its axis. Sometimes thinking, just thinking things through. But always alone. By myself. This time I was not alone. I was on the high mountain with a friend. There is nothing, there is *nothing* that beats that. If it never happens again in my life, still I can say I was there once.

While we were talking we were sifting through the sand around where we sat for bits of jade and agate. Natalie found a black rock, flat, perfectly oval, and sand-polished. I found a lens-shaped agate, white and yellow; you could see the sun through it. She gave me the black rock, and I gave her the agate.

While we were driving home, she fell asleep. That was neat. That was like coming

Continued

back down the high mountain quietly in the sunset. I drove well and carefully, quietly.

It was way past seven when we got home. We'd let time go on the beach. She slipped out of the car, still looking sleepy and windburned, and said, "It was beautiful, Owen," and went into her house smiling.

Ursula K. Le Guin

THE ASSIGNMENT

The boy Owen in the excerpt from *Very Far Away From Anywhere Else* feels that sharing memorable experiences with a friend is more of a "high point" than experiencing similar situations alone.

DO YOU AGREE OR DISAGREE WITH OWEN THAT SITUATIONS ARE MADE MORE UNFORGETTABLE BY SHARING THEM?

In your writing BE SURE to

- **describe Owen's attitude**
- **explain why Owen feels as he does**
- **DESCRIBE HOW YOUR PERSONAL EXPERIENCES HAVE INFLUENCED YOUR OPINION**

BE SURE TO SUPPORT YOUR OPINION. You may support your thoughts by referring to the selection itself, to your own experiences and knowledge, and/or to other literature you have studied.

Present your ideas in any PROSE form that will make your writing interesting.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6, 8, and 10.

REVISED WORK

There is additional space for Revised Work on pages 7, 9, and 11.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 8 and 10.

REVISED WORK

There is additional space for Revised Work on pages 9 and 11.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

REVISED WORK

There is additional space for Revised Work on page 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

Section I: Personal Response to Literature

REVISED WORK

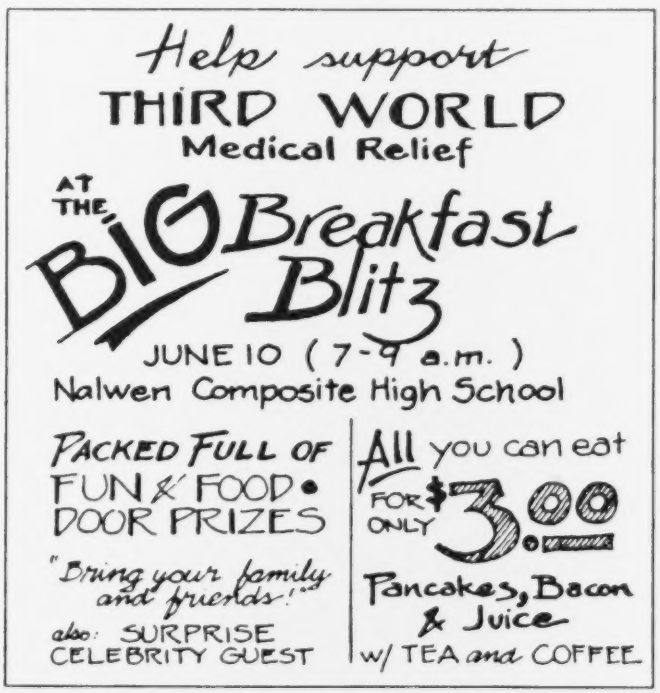
GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

Read the situation described below and complete the assignment that follows.

THE SITUATION

Your school, Nalwen Composite High School, is organizing a pancake breakfast, the "Breakfast Blitz," as a fund raiser for Third World Medical Relief. You have been given the task of inviting a celebrity guest to the breakfast to make a short speech, sign autographs, and give away door prizes. Posters such as the one below have been put up at various places throughout your school and the community.



THE ASSIGNMENT

IN THE SPACE PROVIDED, WRITE A LETTER INVITING A CELEBRITY GUEST OF YOUR CHOICE TO THE "BREAKFAST BLITZ" AT NALWEN COMPOSITE HIGH SCHOOL.

In your letter BE SURE to

- **explain the purpose of the breakfast**
- **include all the information your guest will need to make his or her participation enjoyable and successful**
- **use an appropriate tone**

PLEASE NOTE: Correct letter format has been provided beginning on page 15. Give your guest a name. SIGN YOUR LETTER "Pat Jones." DO NOT USE THE NAME OF YOUR OWN SCHOOL ANYWHERE IN YOUR WRITING.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 16 and 18.

Section II: Functional Writing

REVISED WORK

Nalwen Composite High School
P.O. Box 203
Nalwen, Alberta
T5J 2R2

May 16, 1988

_____ (name and
_____ address of
_____ celebrity guest)
_____

Dear _____.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 18.

REVISED WORK

There is additional space for Revised Work on page 19.

Section II: Functional Writing

PLANNING AND DRAFTING

REVISED WORK

GO ON TO SECTION III

SECTION III: RESPONSE TO VISUAL COMMUNICATION

Examine the photograph below and complete the assignment on page 25.

Continued

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 24.

THE ASSIGNMENT

What does the photograph communicate to you? Explain how the content of the photograph and the photographer's techniques reinforce the ideas and/or feelings that are communicated.

REVISED WORK

There is additional space for Revised Work on page 27.

PLANNING AND DRAFTING

REVISED WORK

CREDITS

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ENGLISH 33: PART A

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ENGLISH 33: PART A